BHH ACSF project – Individual Assessment Summary Report

**Participant’s Name**:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ACSF Writing Indicators 3.05; 3.06**  **Selected Focus Areas**  Audience and Purpose; Structure and Cohesion; Plan, Draft, Proof and Review  Vocabulary; Spelling; Legibility | **Assessment outcomes against ACSF P. Features** | | **Sources of Evidence** | | | | | **Assessment Team comments** |
| **Performance Features** | **Pre** | **Post** | **DO** | **WS** | **TPR** | **SA** | **LSR\*** |  |
| Writes procedures using language that is understood by everyone in the work area |  |  |  |  |  |  |  |  |
| Uses the appropriate writing style for procedures |  |  |  |  |  |  |  |  |
| Can write clear, sequenced instructions |  |  |  |  |  |  |  |  |
| Can confidently plan and draft workplace procedures |  |  |  |  |  |  |  |  |
| Uses work related acronyms and specific work terms (e.g. P.P.E.; “Ideals”) |  |  |  |  |  |  |  |  |
| Can confidently review and correct own writing |  |  |  |  |  |  |  |  |
| Uses a broad range of words in procedures |  |  |  |  |  |  |  |  |
| Can find the right word to convey the exact meaning |  |  |  |  |  |  |  |  |
| Spelling is reasonably accurate |  |  |  |  |  |  |  |  |
| Is confident to try to spell unfamiliar words |  |  |  |  |  |  |  |  |
| Uses a dictionary to check for the correct spelling |  |  |  |  |  |  |  |  |
| Uses the spell checker as one means of proofing their work |  |  |  |  |  |  |  |  |
| Can use a range of images and graphics to help readers understand the procedure |  |  |  |  |  |  |  |  |
| The procedures written are consistent with the format required by BHH (e.g. font, layout and structure) |  |  |  |  |  |  |  |  |

**\*Learning Support required before training:**

**\*Learning Support required following training:**

**KEY**

**DO** Direct Observation **WS** Work Samples

**TPR** Third Party report (employer) **SA** Self Assessment **LSR** Learning Support required